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“Stewardship”



Lessons from Yusufiyah: Table of Contents

For all members of the Army Profession

<http://cape.army.mil>

“Stewardship”

Table of Contents

1:	Checklist	p. 3
2:	Who’s who	p. 3
3:	“Stewardship” Video Transcript	p. 4
4:	Additional Resources.....	p. 5
5:	How to Run Your Workshop.....	p. 6
6:	Detailed Plan for Your Workshop.....	p. 7-8

1. Checklist

- ☐ Recruit additional strong/respected leaders from your unit to be facilitators with your unit. (Recruit as many as the situation mandates)
- ☐ Watch the video and read the transcript prior to your facilitation.
- ☐ Review the additional resources.
- ☐ Review the “How to run your workshop” guidelines prior to facilitating.
- ☐ Think about a personal experience that relates to the scenario.
- ☐ Resource Prep:
 - Make copies of the video transcripts and facilitation questions as needed for each of your facilitators.
 - If you plan on showing video clips, test to make sure they work on the system in your designated training area.
 - Make sure you have a whiteboard with dry-erase markers.

2. Who's Who



Fred Wintrich has been in the Army for over 20 years and is a third-generation Soldier.

3. “Stewardship” Video Transcript: Fred Wintrich discusses what it means to be a Steward of the Army Profession



Fred Wintrich has served as an Army officer for over 20 years. As a third-generation Soldier, his connection to the Army started early in life.

“I remember being in Berlin, Germany in the early ‘70s when the tanks used to roll up and down to their battle positions. During the day, I’d run out there and salute them. I remember wanting to be a Soldier and be in the Army long before I remember how to put the toilet seat down.

As I grew older, I was able to appreciate the people that were around me because of my father’s service. I’ve had silver-star winners sitting in my kitchen drinking beer around my kitchen table with my dad while they talked about Army stuff. Those are men who start to teach you early on that this professional trust in our noncommissioned officers, in our Soldiers (and) in our lieutenants, is what everything is based on.

The day I came into the Army on active-duty and for all intensive purposes that’s in September of 1991 when I stopped being a

cadet. My pre-commissioning experience was North Georgia College and West Point. I do consider the day I walked into West Point in 1986 to be the first day that I committed myself to the life. I decided that not smoking dope, and not lying, and not cheating, being physical fit, trying to learn about being an officer and going to ranger school—doing all the things that I had grown up around. That’s where I feel like I started my journey.

That day really starts on the 15th of September in 1991 when I reported to Ft. Benning. Craig Leeker...was a lieutenant who worked for my father who retired as an O-6 several years ago, Special Forces officer. My father mentored him. Craig has mentored me because the Army is a family business. At the core of it, it’s a family business. I have seen that time and time again. So a series of great mentors that have all helped contribute to the things that I’ve been able to do and at least given me advice and helped me to see the different paths that I could choose to keep.

It’s not about moving ahead, it’s about doing something you love and finding jobs that give you satisfaction and allow you to feed back into the Army.

4. Additional Resources

The following resources are available:

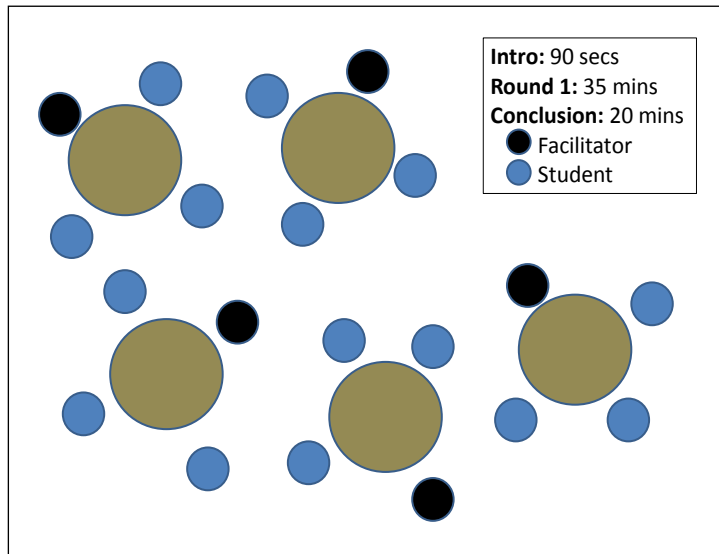
	<p><u>The Army Profession of Arms Pamphlet</u> <u>“Stewardship of the Profession”</u></p> <p>All true professions must self-regulate and self-generate—they create their own expertise and Ethic that they continually reinforce and enforce. The Army has existed for well over two centuries, but it has been a military profession for only half of that period. It will maintain its status as a profession with the American people if its leaders at all levels, both military and Civilian, serve daily as stewards investing in the Army’s future—in its evolving expert knowledge, the development of Army professionals and units to use that expertise and in self-policing the institution to maintain the Army Ethic. Because of this unique responsibility, Army leaders are the sine qua non of the Army as a military profession.</p>
	<p><u>FM 1 The Army</u></p> <p>1-40. The purpose of any profession is to serve society by effectively delivering a necessary and useful specialized service. To fulfill those societal needs, professions such as, medicine, law the clergy and the military develop and maintain distinct bodies of specialized knowledge and impart expertise through formal, theoretical and practical education. Each profession establishes a unique subculture that distinguishes practitioners from the society they serve while supporting and enhancing that society. Professions create their own standards of performance and codes of ethics to maintain their effectiveness. To that end, they develop particular vocabularies, establish journals and sometimes adopt distinct forms of dress. In exchange for holding their membership to high technical and ethical standards, society grants professionals a great deal of autonomy. However, the profession of arms is different from other professions, both as an institution and with respect to its individual members.</p>
	<p><u>The Professional Soldier and the Warrior Spirit</u> <u>Lt Col Donald R. Baucom</u></p> <p>The balance among the three archetypes of the professional soldier in the United States—the heroic leader, the manager- and the technologist—has shifted relentlessly to the latter two. The shift has been prodded with the advent of the all-volunteer force. It is the consequence as well of a progressive civilianization of the US defense establishment—manifest both in the replacement of military men with civilians and the displacement of military men from their traditional roles. Finally, it reflects an enthrallment with technology that seems to be aiming at the complete mechanization of warfare. If we are to have the military establishment needed to fend against an ever more dangerous global environment, we must urgently rediscover the focus of the military professional and find ways to restore the warrior-leader to the position of honor traditionally accorded him.</p>

5. How to run your workshop

The basic concept provided below is a way to facilitate this module. Modify as necessary to fit the needs and demographics of the group. We find that having a variety of ranks/leadership positions in each group increases perspective and maximizes takeaway.

PREP: Have a whiteboard and markers available. Bring copies of the video transcripts. Have a Facilitator Guide available for each facilitator. Get there early and set up the room in huddles large enough to support a variety of leadership at each table. Put chairs around one table (keep people close), rather than pulling several tables together.

BASIC CONCEPT: Meet for 55 minutes to discuss the module. The group breaks down into huddles large enough to support a variety of leadership at each table. For example, you want to have SLs, PSGs, PLs and CDRs in the same huddle so you can maximize the overall effectiveness and increase the number of vantage points. Have one facilitator at each table to guide (NOT LEAD) the discussion. The workshop begins with facilitators asking the participants what their response was to the module. The facilitators' main role is to be a catalyst for conversation and learning about the topic at hand. This module includes two rounds of discussion, and ends with personal stories and vignettes that relate to the module.



KEYS TO SUCCESS:

- Let participants do most of the talking.
- The facilitators' key role is to ask questions that spark thought and conversation.
- Ensure you engage each level of leadership and everyone within your group. Do not let any one person dominate the conversation.
- Have questions prepped for each round to drive the conversation. (See "Detailed Plan" on page 5)
- You are a catalyst for conversation. Make sure that you continue to ask questions that make your group dig deeper.

6. Detailed plan for your workshop

INTRODUCTION (90 seconds)

Introduce the Workshop in a way that communicates the purpose of the event.

"Today we're going to look at the Army Profession and discuss what it means to be a steward of the Army Profession."

ROUND 1 - (35 minutes): Discuss Stewardship.

[Watch "Stewardship"]

1. Wintrich describes his appreciation for servicemen at a young age. He says, "I remember wanting to be a Soldier and be in the Army long before I remember how to put the toilet seat down." How did these early interactions shape his sense of commitment to the Army?
2. When did your own sense of commitment to the Army begin to take shape?
3. Wintrich says, "As I grew older, I was able to appreciate the people that were around me because of my father's service." A) How did these Soldiers shape Wintrich's view of honorable service to our Nation? B) Who has shaped your views?
4. Think about the details Wintrich describes, such as sitting around the kitchen table. Think of some informal settings in which you've talked to civilians (young and old) about your profession. What impact did your words and attitudes have on people?
5. Wintrich says everything is based on professional trust. What role does professional trust play in your daily life?
6. Wintrich says, "I do consider the day I walked into West Point in 1986 to be the first day that I committed myself to the life." What day do you look back to?
7. What characteristics are exemplified in a person who has, "committed to the life," of a Soldier?
8. How is the Army Profession different than other professions? How is it similar?
9. Wintrich says, "The Army is a family business." What does he mean by this, and do you agree or disagree?

6. Detailed plan for your workshop (continued)

10. What role should mentorship play in the Army? What role did Wintrich's mentor play in his decision-making?
11. Wintrich says, "It's about doing something you love and finding jobs that give you satisfaction and allow you to feed back into the Army." A) How does this statement relate to the concept of honorable service? B) What impact does a sense of purpose have on a Soldier's ability to perform?

ROUND 2-Conclusion (20 minutes): Personal Vignettes and takeaways.

Facilitator asks students to share any personal vignettes and takeaways from the module.

It is important for the group to relate to this story on a personal level. Conclude the module emphasizing the importance of Stewardship. Leaders should walk away with a better understanding of what it means to be a Steward of the Army Profession.

Upon concluding, the following questions are useful for determining learning and promoting reflection:

Learning	Q - What did you learn from listening to the reactions and reflections of other leaders? Q - What are the future implications of this decision and or experience?
Reflection	Q - How do you feel/what do you think about what you learned? Q - What will you do with your new information? Q – How can you integrate new learning into your Command team philosophy, command structure and climate?